

Approved For Release 2000/08/21 : CIA-RDP57-00259A000200080005-5

Office Memorandum • UNITED STATES GOVERNMENTDocument No. ~~1003~~NO CHANGE in Class. ☐TO : Director of Training ☒ DECLASSIFIED

DATE: 11 January 1954

FROM :

Class. CHANGED TO: TS S **(C)**

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DDA Memo, 4 Apr 77

Auth: DDA REG. 77/1763

SUBJECT: Comments on BIC (I)

Date: 090278 By: 025

REFERENCE: Your verbal request for comments and suggestions concerning the course.

The BIC (I) as now constituted is a good course. The problem for a newcomer to the Agency in trying to offer constructive criticisms is thus not one of looking for ways to correct a bad situation, but rather to suggest possible ways to improve something which is already good. The following comments summarize my impressions and conclusions to date, based on participation in the 15th session and a review of the student critiques of the course.

These comments are presented in two sections, each based on an assumption. Section I suggests modifications in the course as now conducted, on the assumption that it will continue to operate in generally its present form. Section II suggests changes of a more fundamental nature, on the assumption that something more is needed than one all-inclusive basic course; that an orientation-type course will continue, retaining most of the present BIC (I), to be supplemented by basic training courses.

Section I

1. It appears that under present arrangements the course must accommodate all professional personnel scheduled into it, in any numbers, ranging in age from the low 20's to the high 50's; in grade from GS-5 through GS-15; in prior work experience from 0 to 30-odd years; and in professional fields from the liberal arts "generalist" to the highly specialized scientist or technician. The size and composition of the class necessarily affect the quality of the course. Perhaps the course must continue to accept a heterogeneous student body, but the size of the class can be controlled, thus simplifying problems of course procedure and administration.

Recommendation: That enrollment in the course be limited to a maximum of thirty students.

2. Better definition of purpose and objectives is needed throughout the course, particularly in the opening session, "Introduction to BIC," and in connection with the assignment of projects. Much of the uncertainty and dissatisfaction reflected in student critiques could be eliminated or reduced by more complete, uniform and explicit discussion of the "what, why and how" of the course and its various phases.

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Recommendation: (a) That the opening lectures present a more complete rationale for the course, stressing the fact that it is an orientation and familiarization program, designed to develop a common, basic understanding among all professional employees, regardless of age, rank or specialization, and to develop a concept of intelligence within which all the specializations can be related.

(b) That course assignments be made in more precise and uniform terms, with greater attention to relating the projects to the purposes of the course and the needs of the individual, so that the student will understand exactly what the assignment is, why he is to do it, and how.

3. In the 15th session several students who were unfamiliar with Government and with intelligence work were somewhat confused by the order in which the opening lectures were presented. For example, the first substantive discussion was on the National Security Council, followed in turn by a background lecture on the history of intelligence, and a discussion of the intelligence community. The Agency was first discussed on the second day, in a lecture on "Functions of the DCI," followed by two lectures on "Intelligence, its Scope and Perspective." These were excellent presentations, but their value was lost to a number of students who lacked a frame of reference within which to appreciate them.

Recommendation: That the opening sessions be reorganized to provide a more logical sequence from the general to the specific; to establish a better basic understanding and frame of reference within which to relate the more specific organizational and functional material to follow.

4. In the present course provision is made for four one-hour group discussions, held at weekly intervals starting with the second week. For these discussions the class is divided into small groups, each with a student chairman, and each meets with members of the directing staff. These meetings afford an opportunity for the students to raise any questions which may be bothering them about the course, the Agency, or anything else, for discussion and clarification. The device is excellent as a part of course procedure, but many students apparently fail to appreciate its purposes. Too many questions are of a self-interest administrative nature, and the integrating objective is not adequately achieved.

Recommendation: That weekly integrating discussions on a full class-directing staff basis be substituted for the present procedure, to tie together the material covered, fill in gaps, and achieve clarification.

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5. The present course provides approximately 35 hours of scheduled study time. Most students, while wishing for more, do not criticize the amount of time provided but rather its apportionment throughout the course. Too many short periods are scheduled.

Recommendation: That fewer and longer study periods be scheduled.

6. The course lectures are generally of very high quality and present a wealth of information. Some students, however, find themselves a bit overwhelmed by the steady oral presentation of such an amount of factual material. The course could be enlivened and enriched, without loss of pace, if greater use were made of illustrative materials in connection with the lectures. I am not sufficiently familiar with what is available to suggest the specific materials which might be used, but I have the impression that more could be done with films, the various forms of intelligence documentation, and case examples or illustrations of the intelligence process at work.

Recommendation: (a) That more examples of intelligence documentation be introduced to illustrate the functional lectures.

(b) That short films and other visual aids be worked into the course wherever possible.

7. It is generally true that in any lecture course the preparation and distribution in advance of subject matter outlines will sharpen the course, provide a better organized basis for discussion, help the student to take notes and retain the material, save time, eliminate repetition, and ensure that speakers focus on the aims and needs of the course. In the 15th session nine lecture outlines were distributed, with benefit to those sessions. A number of other lectures would be improved by similar treatment. It is admittedly difficult, and sometimes impossible, to get guest lecturers to prepare outlines. An alternative is careful guidance to the guest speakers as to the coverage desired and the points to be stressed.

Recommendation: (a) That lecture outlines be prepared and distributed to students as a syllabus of the course.

(b) That in those cases where outlines cannot be obtained, careful guidance be given the speaker as to the context of the lecture, the coverage desired, and the points to be emphasized.

8. A feature of the course, introduced in session 15, is the procedure of having five-minute oral briefings on topics of intelligence interest given each day by students. Two students speak each day on topics of their own choice, taking turns in alphabetical order. Members of the class prepare

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brief anonymous critiques of each briefing, and each talk is recorded so that the speaker can hear his own performance. This is a very good device to give practice in speaking and to develop discrimination in the choice and organization of subject matter, if sufficient guidance and constructive criticism is provided by the directing staff. As conducted at present, full value is not being gained from the exercise. The students do not receive enough guidance on the selection, organization and presentation of material, and members of the staff do not participate in the critiques.

Recommendation: That the daily briefings be retained as a feature of the course, and that more serious attention be paid to getting maximum benefit from the exercise.

9. A feature of the course, and the major project, is the final Area Report. Each student does an intelligence analysis of a country and presents a thirty-minute oral report, plus a 500-word written summary and a bibliography. It is an excellent exercise and one which brings into play most of the subject matter covered in the course. However, its full value depends to a great extent upon the way the project is handled by the directing staff. The remarks made under No. 2, above, are applicable here with respect to assignment of the project. In addition, some students felt that the work load was not equalized--that some countries required much more work than others; others felt that only countries of great intelligence significance should have been assigned for study, beginning with the satellites; all deplored the lack of a final critique--the lack of indication from the staff as to how successfully the job had been done.

Recommendation: That the administration of this project be tightened up generally, with emphasis on the following points: (a) that a senior member of the directing staff be made generally responsible for the project; (b) that it be assigned, as at present, as early as possible in the course, and that students be impressed with the importance of getting started on research; (c) that procedural instructions be uniform and adequate; (d) that countries for report be assigned by the staff with more regard for the strategic significance of the country and the relative background and abilities of the students; and (e) that the final reports be followed by a critique.

10. The subject matter of the course is excellent, and none of the present coverage should be dropped. It would be possible and desirable, however, by some revision and savings of time in the background and organizational phases, to make room for a few worthwhile additions.

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Recommendation: (a) That one session be added on the subject of Agency communications, with emphasis on the principles of good writing as applied to letters, memoranda and staff papers.

(b) That three lectures be added to the section on communism and the USSR, as follows: 1) an introductory lecture on the history of the USSR; 2) one on the Soviet techniques of taking over a satellite, e.g. Bulgaria; and 3) one on the characteristics, selection and training of Soviet intelligence personnel--in other words, on the nature of the adversary.

11. It is my general impression that a course of this nature, conducted in the midst of an abundance of good materials, should contain a few basic required readings. At present the only reading required is the National Security Act of 1947 with amendments, though other items are recommended. The schedule is admittedly tight and most students have to work hard to meet the present requirements of the course. Even so, I believe it is not unreasonable to require that students read certain volumes, or extracts of volumes, on their own time as well as in connection with the Reading Laboratory.

Recommendation: That the staff prepare a short, basic intelligence bibliography and require that all students read a minimum number of selections from it (three books or their equivalent suggested).

Section II

1. The BIC (I) as now conducted attempts to provide for professional personnel an all-inclusive orientation and introduction to the general field of intelligence, plus limited practice, through projects, in intelligence functions. As stated above, the job is very well done in most respects. However, there appears to be some confusion, particularly in the minds of the students, as to whether it is an orientation or a training program. There appears to be no systematic provision for functional training courses to follow the orientation. Furthermore, the course as now conducted appears to have no career development significance except insofar as it is a basic, introductory qualifying course which must be taken.

The sequence of training developed for the clandestine services has much to recommend it, and it may be that the same principle could be applied to some extent in developing the program for the overt offices.

I am not yet sufficiently familiar with the problems involved to make positive statements or detailed suggestions for change, but I recommend for your consideration the following general steps:

- a. That the BIC (I) be shortened to a maximum of four weeks.
- b. That it retain as much as possible of the present subject matter coverage, and be conducted strictly as an introductory orientation and familiarization course.
- c. That short, intensive, functional training courses be developed, appropriate to the needs of the offices, to follow the orientation.
- d. That an intelligence survey course of a more advanced nature, of perhaps six weeks duration, be developed for intermediate-level personnel of the Agency who need a thorough knowledge of the functions and inter-relationships of the intelligence community, and who tend to seek such training in SIS and the ^{other} service intelligence schools, but who do not necessarily need as much - in terms of time and coverage - as those schools offer.

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